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ABSTRACT

Intended as a guideline for English language learning and teaching and emphasizing individualized instruction, this booklet contains objectives for language arts. Objectives in the booklet--general, program, instructional, and enabling--are identified by a numbering code and organized according to the general objectives: (1) to appreciate the need to comprehend spoken standard American English, (2) to appreciate the value of speech, (3) to appreciate literature as a significant and rewarding human activity, and (4) to write standard American English for a variety of purposes. Program, instructional, and enabling objectives, categorized in the booklet according to the general objectives, present suggestions for learning activities, specific skills on which to focus, and a chart indicating grade levels from kindergarten through grade 12 for the objectives. (EL)

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DS Manual 2420.1
November 1984

LANGUAGE ARTS

CS 209322

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Language arts instruction provides all students with opportunities for active and full participation in the community of language through listening, speaking, writing, and experiencing literature in order to communicate with their world.

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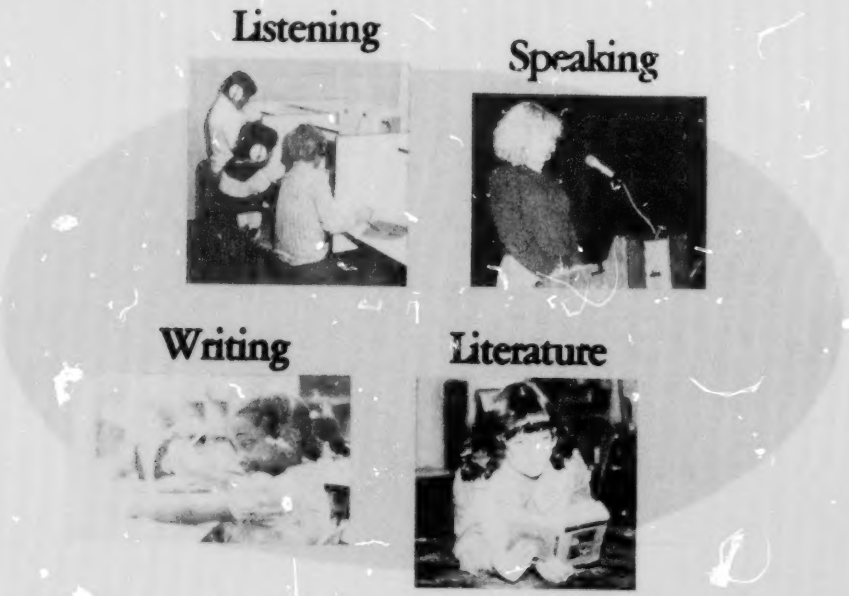

PREFACE

Language in all of its aspects—listening, speaking, reading, writing—is not only the core of the child's education. It is indeed the human being's communication with the world.

The DoDDS language arts program has been designed to assist students to communicate with others accurately and to express their ideas and feelings creatively.

Beth Stephens, Ph.D.
Director

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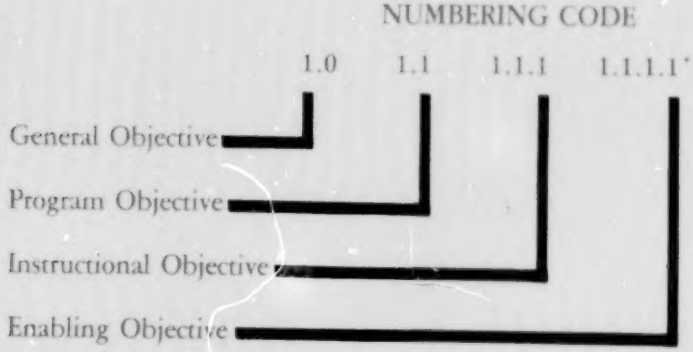
INTRODUCTION

Language is behavior acquired in an individual's environment and developed through communication with society. Language is primarily the spoken language; the written language is the representation of oral language. Language constantly changes in vocabulary, in meaning, and in usage. Such change is necessary and desirable. Consequently, correctness in language is determined by usage, and usage itself depends upon time, place, and circumstance. It is upon these tenets of contemporary linguistic science that this statement of DoDDS objectives in language arts is based.

Students of widely varying linguistic backgrounds progress through DoDDS schools. They bring to school the language of their homes; they also bring educational experiences gained in school systems which may be diverse in philosophy and in curriculum. Therefore, teachers, students, and parents should regard this document as a guideline for English language learning and teaching, not as a statement of requirements for entrance into a grade or for promotion to another grade. DoDDS retains as a priority the individualization of instruction. The individual student's perceptions, strengths, weaknesses, and interests should determine his/her language arts curricular experiences.

NUMBERING CODE USED WITH OBJECTIVES



*Enabling objectives will be developed locally.

- The numbering code is used to identify each objective. Thus, the numbering code facilitates the correlation of objectives with textbook or instructional materials and test items in various assessment devices. Also, the number of digits for each objective indicates the level of specificity for that objective. As the number of digits increases, the level of specificity increases.
- The first digit of each statement refers to the general objective.
- The second digit refers to the program objective.
- The third digit refers to the instructional objective.
- The fourth digit refers to the enabling objective.
- An objective to be achieved by a student at a proficiency level remains an objective for proficiency at subsequent higher grades.
- **On the grade-level banding, the E** indicates the suggested grade level at which learning experiences should be initially provided. The **P** indicates the grade at which proficiency should probably be attained by most students. However, as indicated in the introduction, the individual student determines his/her curricular experiences.
- All general objectives, program objectives, instructional objectives, and enabling objectives should be preceded by the words "The learner will ..."

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SUMMARY OF OBJECTIVES

GENERAL OBJECTIVE:

1.0

Appreciate the need to comprehend spoken Standard American English.

PROGRAM

1.1 Interpret nonverbal signals.
1.2 Interpret sounds and sound patterns.
1.3 Understand a comprehensive aural vocabulary.
1.4 Comprehend material received aurally.
1.5 Demonstrate appropriate behavior in a listening situation.
1.6 Organize incidents when retelling information.
1.7 Recognize new concepts and information received through listening.
1.8 Use material received aurally for effective study.
1.9 Judge the value of information received aurally.
1.10 Appreciate the poetic qualities of language.

GENERAL OBJECTIVE:

2.0

Appreciate the value of speech.

PROGRAM OBJECTIVES

2.1 Demonstrate articulate speech.
2.2 Demonstrate a comprehensive spoken vocabulary.
2.3 Demonstrate appropriate usage of Standard American English.
2.4 Demonstrate appropriate nonverbal signals.
2.5 Give oral presentations to an audience using a variety of techniques and media.
2.6 Appreciate the use of speech to enhance human interaction.

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GENERAL OBJECTIVE:

3.0

Appreciate literature as a significant and rewarding human activity.

PROGRAM OBJECTIVES

3.1 Experience literature through a variety of genres.
3.2 Respond to literature presented in a variety of genres.
3.3 Recognize that literature stimulates the imagination.
3.4 Recognize that literature assists in understanding self, others, and, ultimately, the human condition.
3.5 Recognize that literature assists in understanding the nature of oral, written, and nonverbal language.
3.6 Recognize that literature assists one in exploring other times and other places.
3.7 Analyze the elements in literature.
3.8 Value the use of print or nonprint media in the quest for information.
3.9 Value the literary experience as a recreational activity.

GENERAL OBJECTIVE:

4.0

Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES

4.1 Demonstrate readiness skills for handwriting.
4.2 Write legibly in both manuscript and cursive.
4.3 Understand relationship between sounds and symbols.
4.4 Use a comprehensive written vocabulary correctly spelled.
4.5 Write compositions using Standard American English conventions.
4.6 Write for communication.
4.7 Write for learning.
4.8 Write using the composing process (prewrite, write, edit, revise, rewrite).
4.9 Write for self-fulfillment.

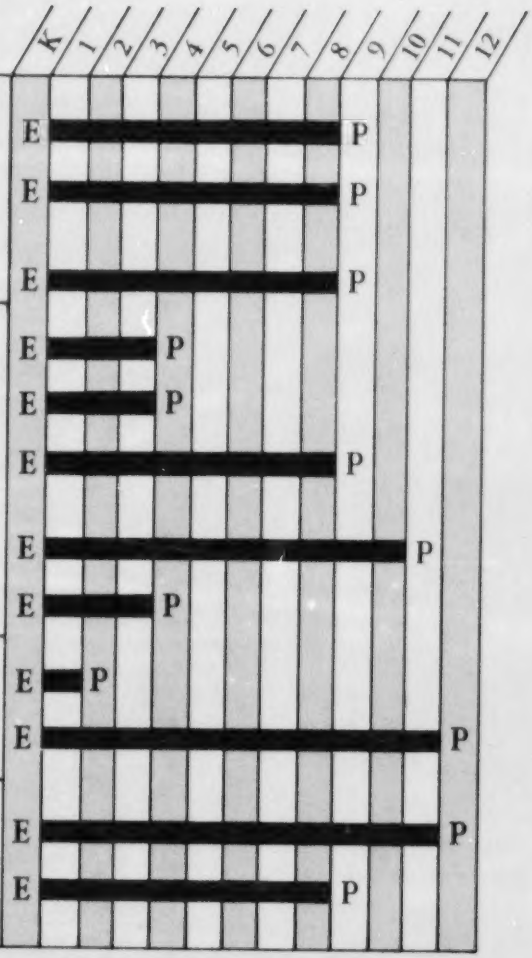
LISTENING

Listening is an integral part of communication skills; students spend much of their time engaged in this activity. An active listener reacts to the environment by processing what is heard and by responding in physical, affective, and cognitive ways. Through the development of better listening habits, better thinking skills may develop. Specific instruction in listening skills becomes even more important as the influence of developing technology upon students' lives becomes more pervasive.

GENERAL OBJECTIVE:

1.0 Appreciate the need to comprehend spoken Standard American English

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
1.1 Interpret nonverbal signals.	1.1.1	Identify communication indicated by gestures.
	1.1.2	Identify communication indicated by facial expressions.
	1.1.3	Identify communication indicated by body positions.
1.2 Interpret sounds and sound patterns.	1.2.1	Distinguish environmental sounds.
	1.2.2	Identify sounds and sound patterns.
	1.2.3	Identify the effects on meaning of stress, pitch, juncture, and rate of oral language.
	1.2.4	Recognize dialects as inherent in language.
	1.2.5	Distinguish among levels of usage.
1.3 Understand a comprehensive aural vocabulary.	1.3.1	Match spoken words with objects and ideas.
	1.3.2	Extend vocabulary through listening.
1.4 Comprehend material received aurally.	1.4.1	Follow orally presented directions.
	1.4.2	Identify the sequence of events in an orally presented selection.



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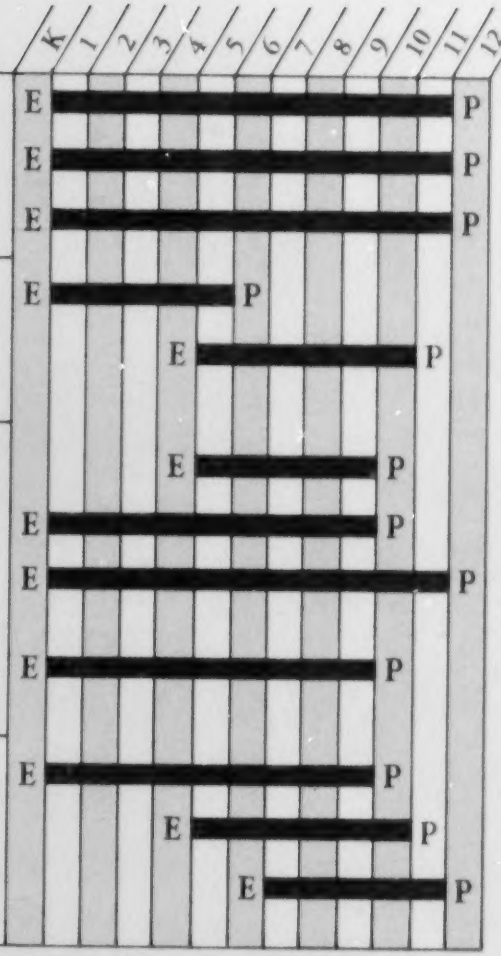
GENERAL OBJECTIVE:

1.0 Appreciate the need to comprehend spoken Standard American English.

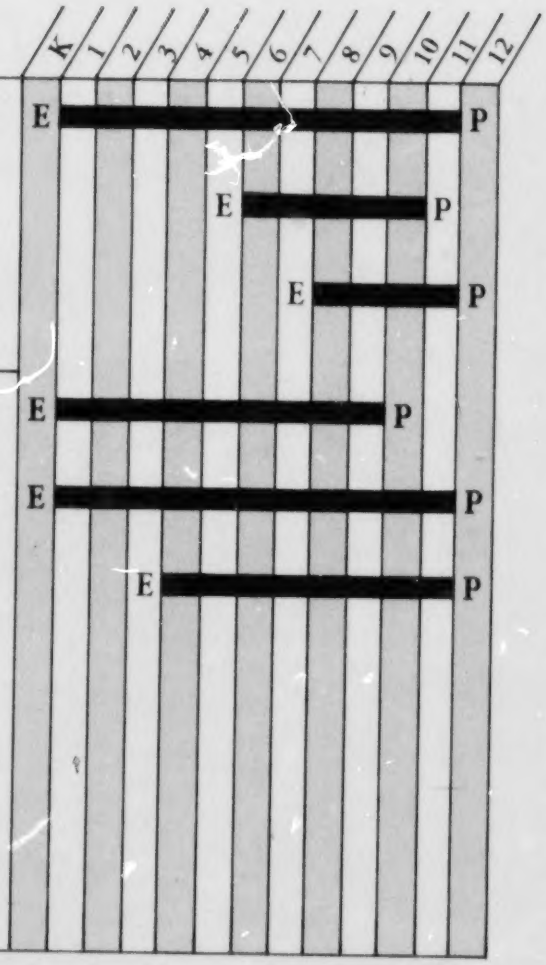
PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
1.5 Demonstrate appropriate behavior in a listening situation.	1.5.1	Show an understanding of listening responsibility.
	1.5.2	Show listening courtesy.
	1.5.3	Show tolerance for other points of view.
1.6 Organize incidents when retelling information.	1.6.1	Summarize information received aurally.
	1.6.2	Outline main ideas and details of information received aurally.
1.7 Recognize new concepts and information received through listening.	1.7.1	Identify connotations of words in context.
	1.7.2	Clarify ideas through listening.
	1.7.3	Infer conclusions from a series of statements received aurally.
	1.7.4	Predict outcome based on information received aurally.
1.8 Use material received aurally for effective study.	1.8.1	Identify the purpose of an oral communication.
	1.8.2	Write notes from information received aurally.
	1.8.3	Organize sequentially information received aurally.



GENERAL OBJECTIVE:

1.0 Appreciate the need to comprehend spoken Standard American English.

PROGRAM OBJECTIVES	INSTRUCTIONAL OBJECTIVES
1.9 Judge the value of information received aurally.	1.9.1 Discriminate among fact, fiction, opinion, assumption, and inference.
	1.9.2 Identify phrases or statements which qualify as propaganda.
	1.9.3 Analyze the influence of cultural, societal, educational, and environmental factors on speech.
1.10 Appreciate the poetic qualities of language.	1.10.1 Identify sound, rhythm, imagery, and figures of speech.
	1.10.2 Identify aesthetically pleasing or unusual patterns of speech.
	1.10.3 Recognize appropriateness of literary and stylistic devices received aurally.



SPEAKING

Speaking should be viewed as a lifetime activity for most students. It is a major part of the language arts curriculum because the improvement of speaking ability helps the student to convey thoughts, to communicate desires, and to influence others. In the teaching of speaking it must be recognized that the art of speaking involves thinking in all of its manifestations and activities. Thus, the teaching of speaking leads to student enhancement in the ability to communicate effectively and to think clearly, and it is toward those ends that the teaching of speaking should be directed.

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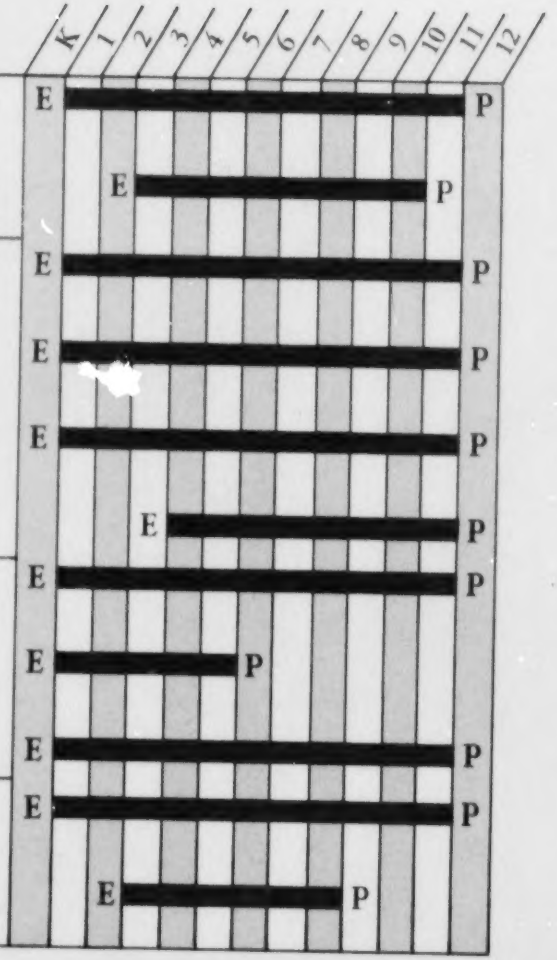
GENERAL OBJECTIVE:

2.0 Appreciate the value of speech.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
2.1 Speak articulately.	2.2.1	Produce correct pronunciation and clear enunciation within his/her own experience.
	2.1.2	Use pitch, stress, juncture, and rate appropriate to the occasion.
2.2 Demonstrate a comprehensive spoken vocabulary.	2.2.1	Use spoken vocabulary acquired through listening and imitating.
	2.2.2	Use an increasingly comprehensive vocabulary in conversation and discussion.
	2.2.3	Use vocabulary and sentence structure appropriate to the listener and situation.
	2.2.4	Use spoken vocabulary acquired through reading.
2.3 Demonstrate appropriate usage of Standard American English.	2.3.1	Use Standard American English in classroom situations.
	2.3.2	Use conventions of polite speech appropriately; e.g., thank you, please, good morning.
	2.3.3	Use complete sentences when appropriate.
2.4 Demonstrate appropriate nonverbal signals.	2.4.1	Use appropriate gestures, body positions, and facial expressions in nonverbal communication.
	2.4.2	Distinguish cultural differences in nonverbal communication.



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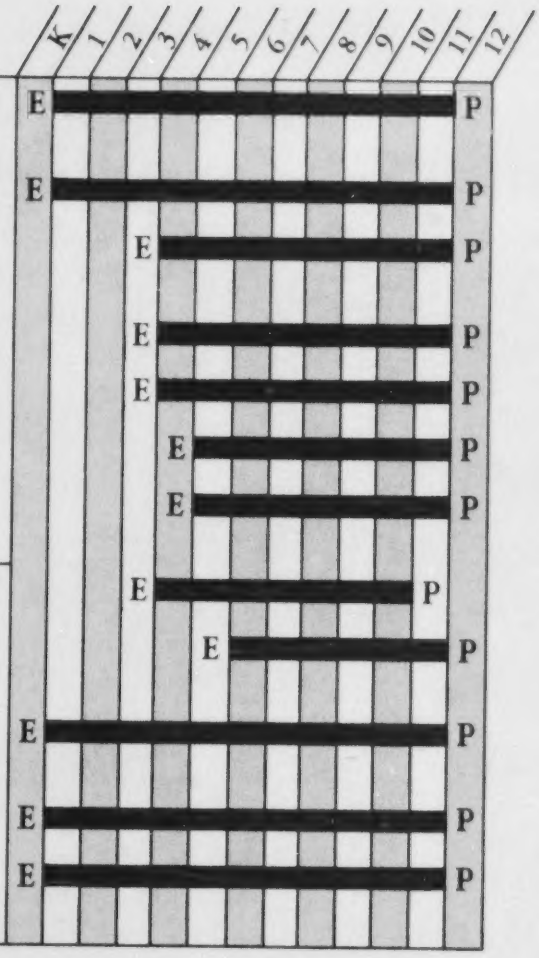
GENERAL OBJECTIVE:

2.0 Appreciate the value of speech.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
2.5 Give oral presentations to an audience using a variety of techniques and media.	2.5.1	Demonstrate small and large group discussion skills in a courteous manner.
	2.5.2	Create dramatic representations.
	2.5.3	Relate general or specific information clearly and accurately.
	2.5.4	Prepare oral reports in various content areas.
	2.5.5	Use interviewing skills.
	2.5.6	Use oratorical skills.
	2.5.7	Differentiate between emotional and intellectual arguments in a discussion.
2.6 Appreciate the use of speech to enhance human interaction.	2.6.1	Identify the importance of speech in problem solving.
	2.6.2	Identify the importance of speech in influencing the course of events in a democratic society.
	2.6.3	Show awareness of the negative aspects of sexism and racism.
	2.6.4	Use humor appropriately.
	2.6.5	Respect the presence of dialects and regional variations in speech.



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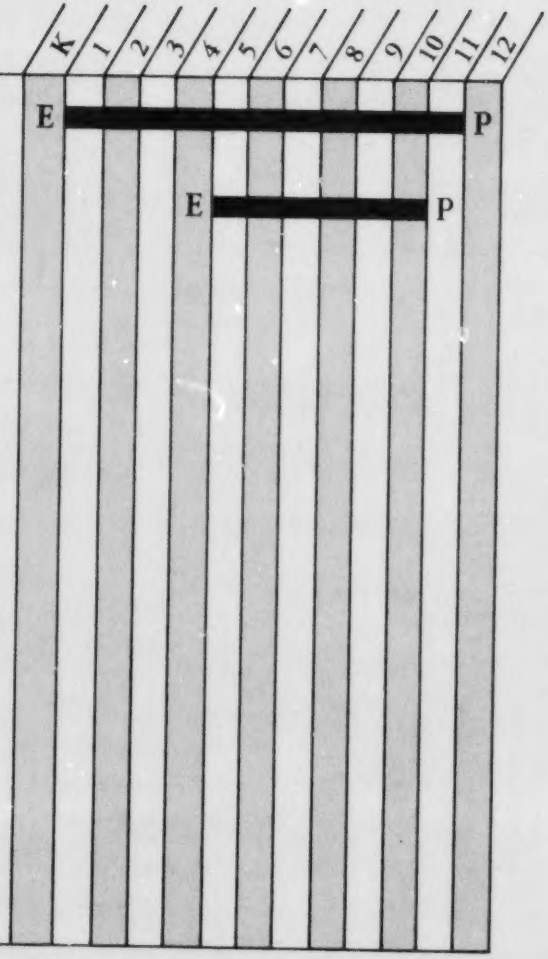
GENERAL OBJECTIVE:

2.0 Appreciate the value of speech.

PROGRAM OBJECTIVES	INSTRUCTIONAL OBJECTIVES
	2.6.6 Demonstrate ability to refrain from speech when appropriate.
	2.6.7 Describe the power that speech has to affect human behavior.



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LITERATURE

Literature is an essential component of both the elementary and the secondary language arts programs. Through literature the students gain an understanding of themselves, of others, and of the world. The literary experience stimulates the students' imagination and enhances the appreciation and the use of language. Indeed, all aspects of the language arts—listening, speaking, reading, and writing—are inherent in the study of literature. Since much literature and general information are received by the students through the media, students should become discriminating consumers of the mass media.

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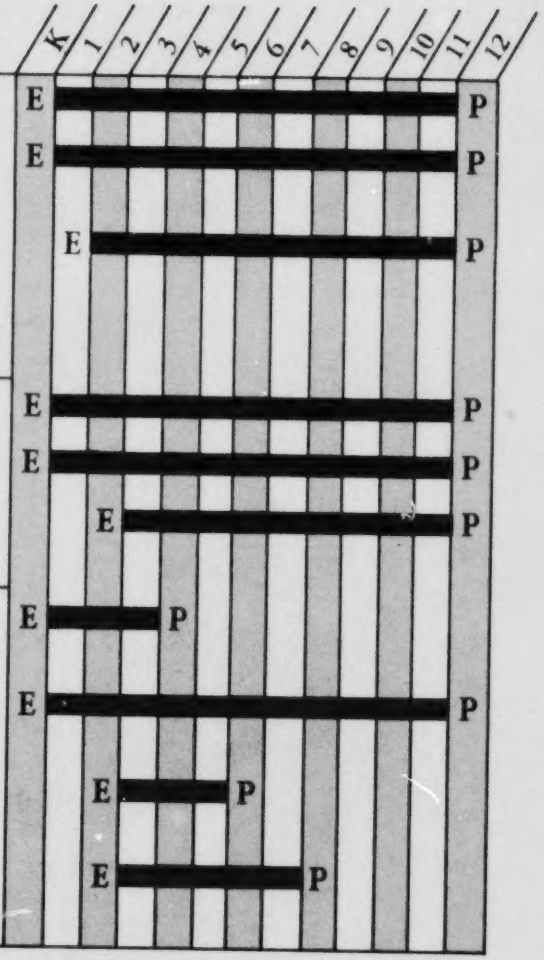
GENERAL OBJECTIVE:

3.0 Appreciate literature as a significant and rewarding human activity.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
3.1 Experience literature through a variety of genres.	3.1.1	Listen to literature; e.g., stories, poetry, riddles.
	3.1.2	View literature; e.g., art, films, video, live performances.
	3.1.3	Read literature; e.g., fairy/folk tales, fables/legends, mythology, animal stories, historical novels, fantasy, other lands and people, adventures, mystery stories, biographies.
3.2 Respond to literature presented in a variety of genres.	3.2.1	Dramatize literature.
	3.2.2	Create in a variety of genres.
	3.2.3	Develop aesthetic appreciation based on individual criteria.
3.3 Recognize that literature stimulates the imagination.	3.3.1	Employ the "willing suspension of disbelief" in approaching literature.
	3.3.2	Participate through literature in vicarious experiences which transcend time, geography, or reality.
	3.3.3	Explain character's actions which are not in accord with expected abilities.
	3.3.4	Explain settings, places, and events which proceed from an author's imagination.



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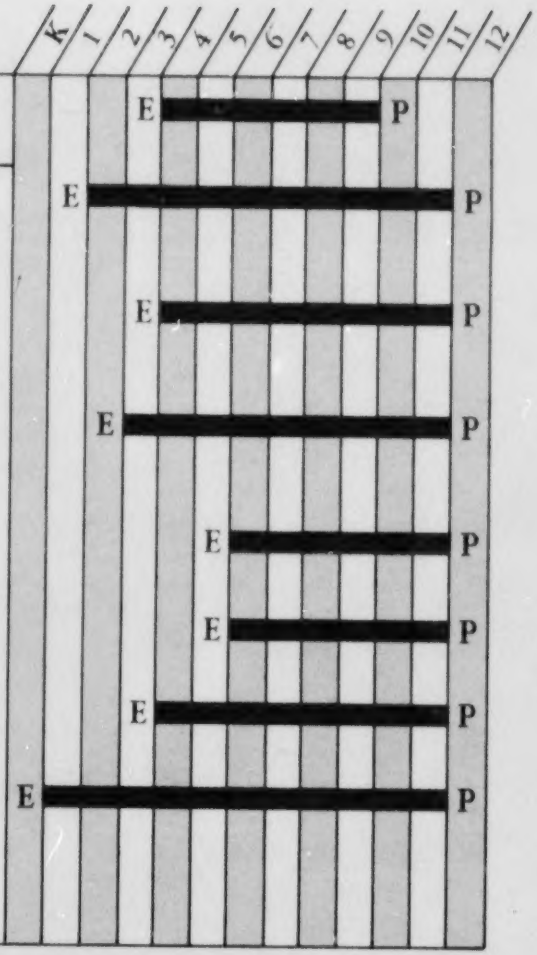
GENERAL OBJECTIVE:

3.0 Appreciate literature as a significant and rewarding human activity.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
	3.3.5	Demonstrate through literary examples that there is an infinite universe of material for an author's use.
3.4 Recognize that literature assists in understanding self, others, and, ultimately, the human condition.	3.4.1	Point out actions and emotions of literary characters in his/her own age group which explain own actions and emotions.
	3.4.2	Point out literary settings and characters found in his/her socioeconomic class which identify elements in own life.
	3.4.3	Explain actions and emotions of characters who are different from self because of age, sex, socioeconomic class, or geographic homeland.
	3.4.4	Use literary characters and situations to explain common human struggles with natural forces.
	3.4.5	Use literary characters and situations to explain common human struggles with other human beings.
	3.4.6	Use literary characters and situations to explain common internal struggles.
	3.4.7	Use literary characters and situations to explain aspects of racism, sexism, ageism, ethnic and religious prejudice.



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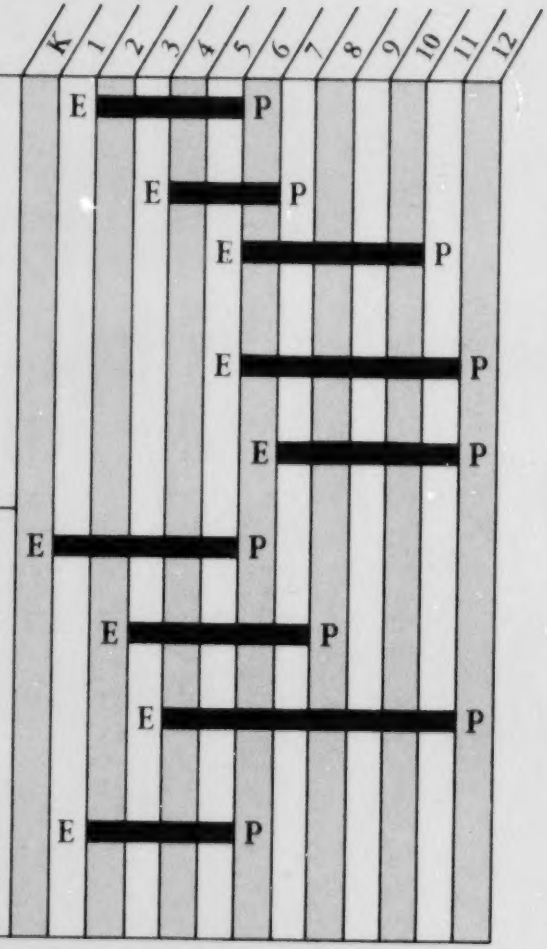
GENERAL OBJECTIVE:

3.0 Appreciate literature as a significant and rewarding human activity.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
3.5 Recognize that literature assists in understanding the nature of oral, written, and nonverbal language.	3.5.1	Identify dialects or regional usages found in the speech of literary characters.
	3.5.2	Identify slang phrases found in literary works.
	3.5.3	Discuss differences in language usage and structure that characters of different ages, classes, or educational levels display.
	3.5.4	Point out examples of literature written at different levels for different purposes or different audiences.
	3.5.5	Discuss the meaning of nonverbal language displayed by literary characters.
3.6 Recognize that literature assists one in exploring other times and other places.	3.6.1	Describe how people lived in other times as related in literature.
	3.6.2	Describe the problems encountered by people living in other times as related in literature.
	3.6.3	Infer possible solutions to problems encountered in present times through comparison with problems encountered by literary characters.
	3.6.4	Describe how people live in places other than his/her own as related in literature.



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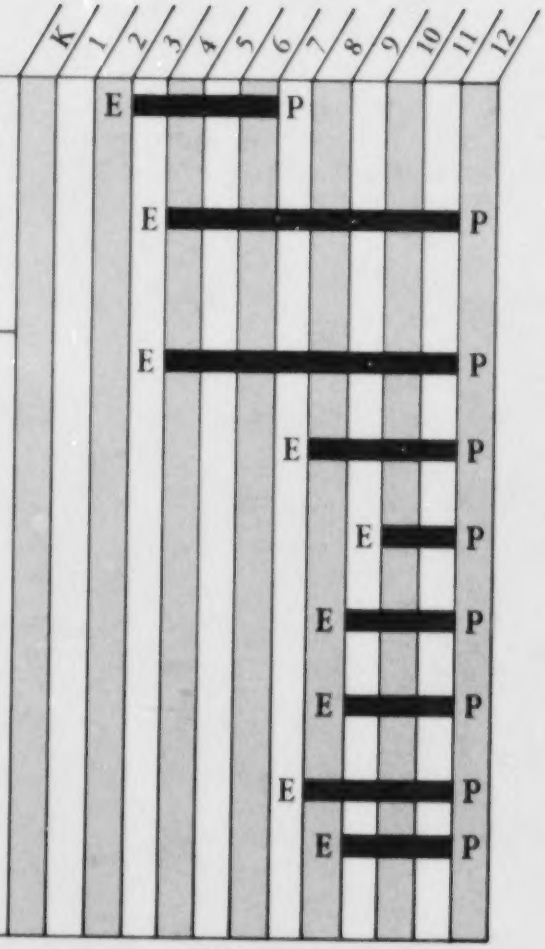
GENERAL OBJECTIVE:

3.0 Appreciate literature as a significant and rewarding human activity.

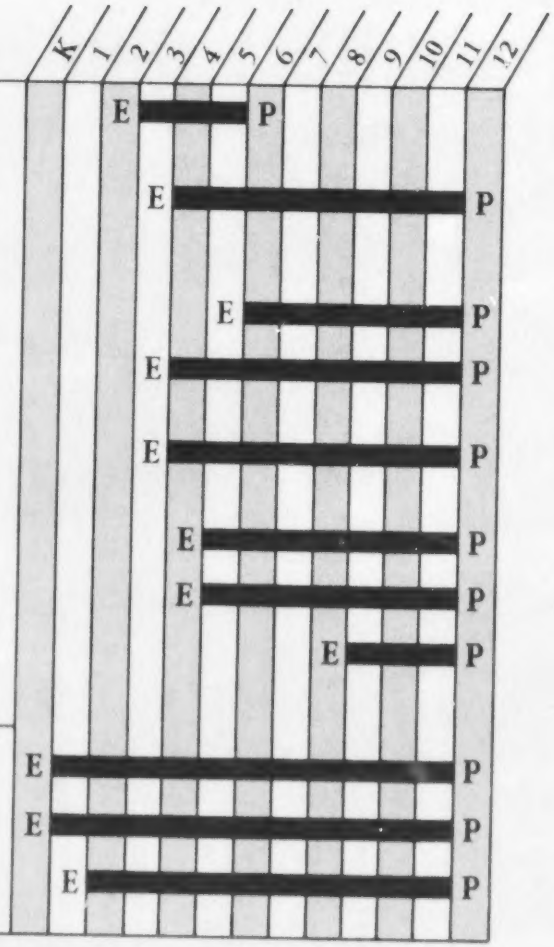
PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
	3.6.5	Describe the problems encountered by people living in places other than his/her own as related in literature.
	3.6.6	Infer possible solutions to problems encountered in his/her own place through comparison with problems encountered by literary characters living in various places.
3.7 Analyze the elements of literature.	3.7.1	Identify a character's behavior, motivation, and relationships with other characters.
	3.7.2	Identify components of plot: rising action, climax, denouement, falling action.
	3.7.3	Identify the type of conflict in a given selection: psychological, social, environmental.
	3.7.4	Identify the influence of setting on characters and events.
	3.7.5	Identify the effects of mood on the elements of the selection.
	3.7.6	Explain the author's choice of person as the narrator.
	3.7.7	Relate the author's use of language to other elements of the selection: characterization, plot, setting, and theme.



GENERAL OBJECTIVE:

3.0 Appreciate literature as a significant and rewarding human activity.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
3.8 Value the use of print and non-print media in the quest for information.	3.8.1	Use book parts, e.g., indexes, tables of contents, and prefaces, to find needed information.
	3.8.2	Locate media, e.g., books, magazines, almanacs, reference sources, films, filmstrips, and microfiche, by using indexes and catalog.
	3.8.3	Use new technologies to locate information.
	3.8.4	Distinguish the different kinds of information found in a variety of media.
	3.8.5	Select appropriate sources of information on a specific topic.
	3.8.6	Distinguish among types of source materials.
	3.8.7	Select sources based on their usefulness.
	3.8.8	Identify the theme as the basic unifying idea of a selection.
3.9 Value the literary experience as a recreational activity.	3.9.1	Choose to listen to literature.
	3.9.2	Choose to view literature.
	3.9.3	Choose to read literature.



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WRITING

The writing curriculum focuses upon the composing process and includes a knowledge of the English language, the conventions of written Standard American English, and the skill of manuscript and cursive handwriting. As students use those skills and understandings, writing becomes a process that proceeds from the formulation of an idea to written composition. Writing is also thinking; through the writing process, the students not only become skilled at a necessary and useful activity, they also clarify their thoughts about the content of what is being written.

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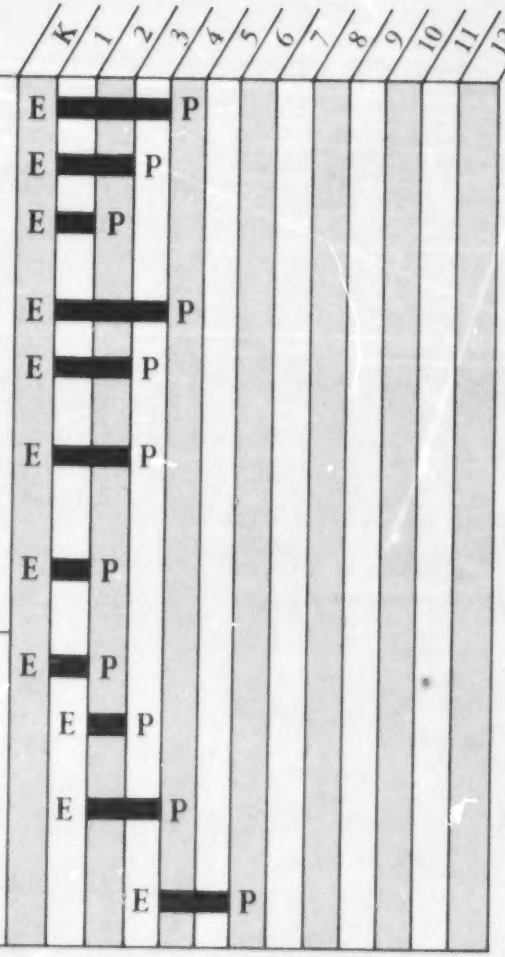
GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
4.1 Demonstrate readiness skills for handwriting.	4.1.1	Demonstrate left-to-right progression.
	4.1.2	Use a writing instrument correctly.
	4.1.3	Use a writing instrument to make lines, shapes, and figures.
	4.1.4	Demonstrate correct handwriting posture.
	4.1.5	Distinguish between upper-case and lower-case letters of the alphabet.
	4.1.6	Demonstrate that written symbols are used to write names, to label objects, to record stories, and to report factual information.
	4.1.7	Identify writing as language that is shared through symbols.
4.2 Write legibly in both manuscript and cursive styles.	4.2.1	Write numerals.
	4.2.2	Write letters and words in manuscript using both upper and lower case.
	4.2.3	Use proper spacing between letters in a word and between words in a sentence.
	4.2.4	Write letters and words in cursive using both upper and lower case.



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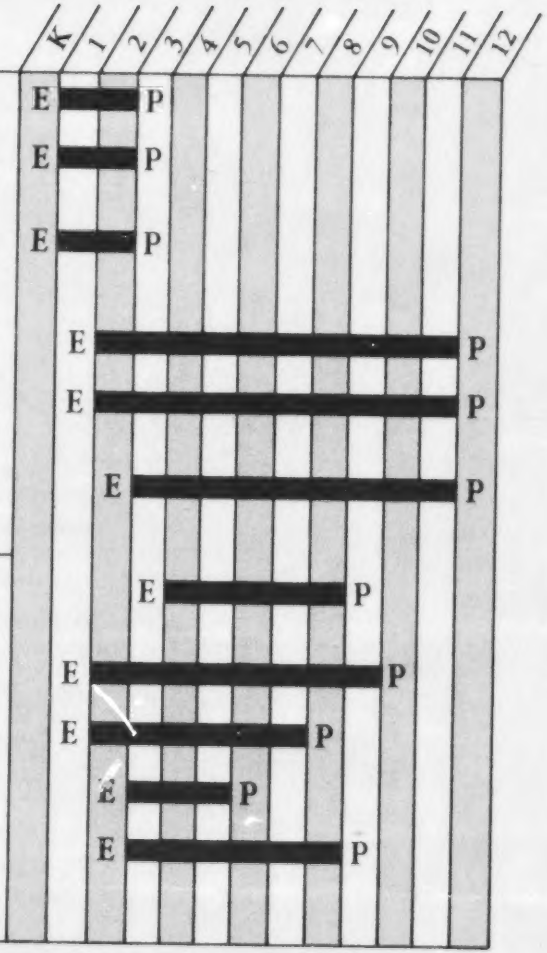
GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
4.3 Understand relationshp between sounds and symbols.	4.3.1	Dictate own story.
	4.3.2	Identify the relationship between oral and written language.
	4.3.3	Use written symbols to record ideas, experiences, and oral speech.
4.4 Use a comprehensive written vocabulary correctly spelled.	4.4.1	Use precise words to write sentences.
	4.4.2	Spell correctly those words used in written communication.
	4.4.3	Use resources such as the dictionary and/or thesaurus to spell and expand vocabulary used in writing.
4.5 Write using Standard American English conventions in composition.	4.5.1	Write complete sentences demonstrating understanding of subject-predicate relationships.
	4.5.2	Use appropriate punctuation.
	4.5.3	Use accepted conventions of capitalization.
	4.5.4	Use abbreviations correctly.
	4.5.5	Use nouns and noun forms correctly, including words derived from nouns.



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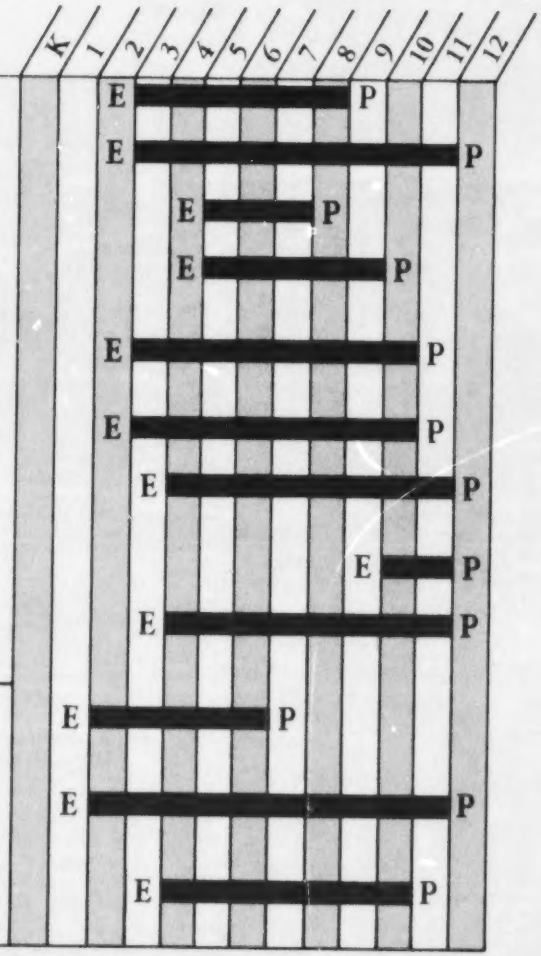
GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

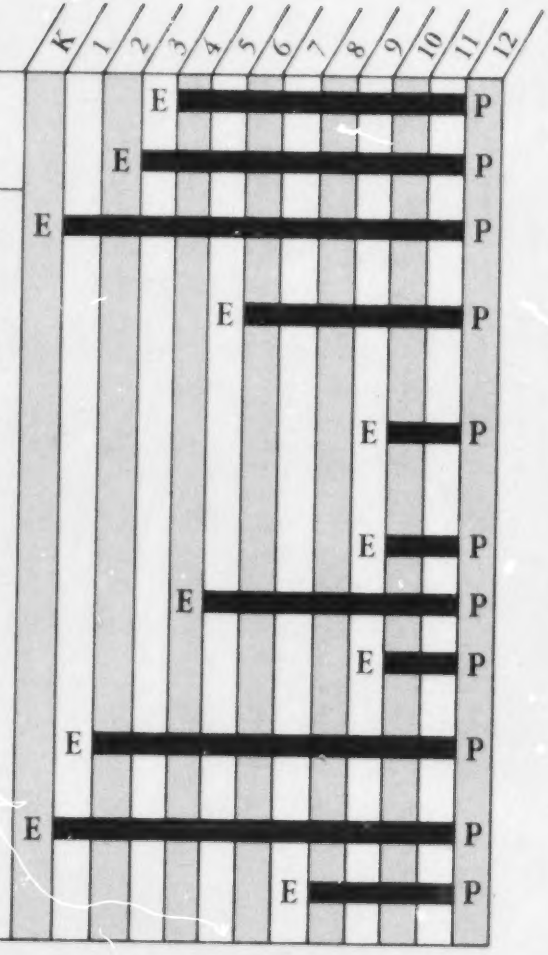
PROGRAM OBJECTIVES	INSTRUCTIONAL OBJECTIVES	
	4.5.6	Use pronouns correctly.
	4.5.7	Use verbs and verb forms correctly.
	4.5.8	Use adjectives and adverbs correctly.
	4.5.9	Use prepositions, conjunctions, and interjections correctly.
	4.5.10	Discriminate between a sentence fragment and a complete sentence.
	4.5.11	Correct run-on sentences.
	4.5.12	Write simple, compound, complex, and compound-complex sentences.
	4.5.13	Use parallel structure correctly.
	4.5.14	Demonstrate ability to use proofreading skills prior to rewriting compositions.
4.6 Write for communication.	4.6.1	Prepare graphic material to tell stories; e.g., drawings, photographs, murals.
	4.6.2	Read his/her original work and the work of others for enjoyment.
	4.6.3	Write examples of correspondence using appropriate forms: business, friendly.



GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
	4.6.4	Write in diaries, journals, and logs.
	4.6.5	Write stories for others' enjoyment.
4.7 Write for learning.	4.7.1	Engage in various writing experiences appropriate to grade level.
	4.7.2	Write a paragraph composed of an appropriate topic sentence and adequate supportive material using a variety of sentence patterns.
	4.7.3	Write a composition of more than one paragraph using narrative, exposition, description, and characterization.
	4.7.4	Write a short paper using research techniques.
	4.7.5	Write a paraphrase, summary, or precis.
	4.7.6	Write essays responding to social, political, and literary concepts.
	4.7.7	Demonstrate awareness of a variety of literary styles by consciously imitating them.
	4.7.8	Respect the integrity of the written work of others.
	4.7.9	Write coherent answers on essay tests.



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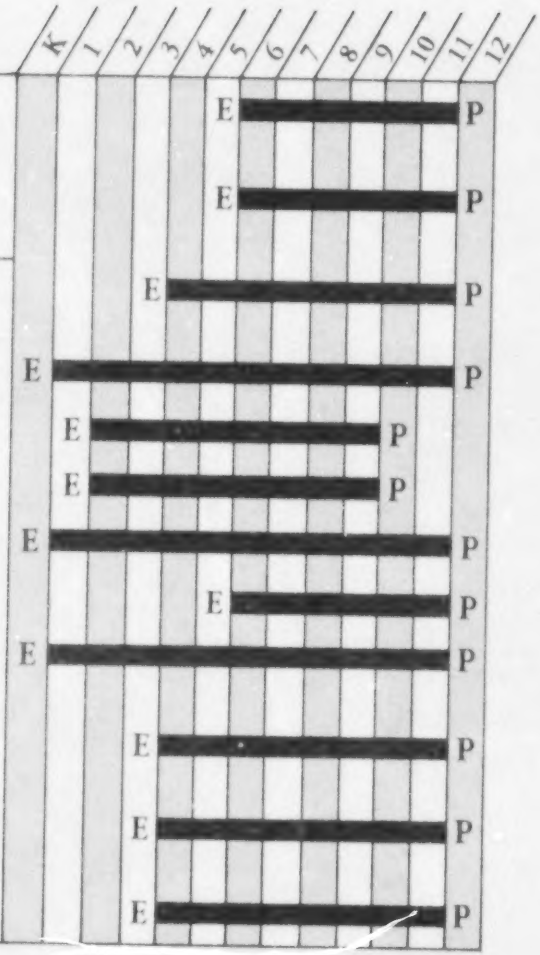
GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES		INSTRUCTIONAL OBJECTIVES
	4.7.10	Use computer technology to aid in writing compositions.
	4.7.11	Use word processing capabilities related to writing and reporting.
4.8 Write using the composing process (prewrite, write, edit, revise, rewrite).	4.8.1	Identify the process and technique of developing a composition.
	4.8.2	Generate ideas for a written composition.
	4.8.3	Identify purpose for writing.
	4.8.4	Identify audience for writing.
	4.8.5	Produce an appropriate main idea.
	4.8.6	Identify an organizational structure for material.
	4.8.7	Produce compositions using a variety of organizational skills.
	4.8.8	Compose a learning log reflecting personal/group involvement in the composition process.
	4.8.9	Revise written work based on careful editing of content and structure.
	4.8.10	Rewrite compositions in preparation for publication.



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GENERAL OBJECTIVE:

4.0 Write Standard American English for a variety of purposes.

PROGRAM OBJECTIVES	INSTRUCTIONAL OBJECTIVES		K	1	2	3	4	5	6	7	8	9	10	11	12
4.9 Write for self-fulfillment.	4.9.1	Write in various modes for self-discovery.		E											P
	4.9.2	Write in various modes for self-expression.		E											P
	4.9.3	Write in various modes for enjoyment.		E											P

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